

**DICHOTIC LISTENING OF BILINGUAL CHILDREN
AT INDONESIA INTERACTIVE STANDARD SCHOOL (IIS)
MALANG**

THESIS

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ABSTRACT

Solikha, Riyadhatus. 2015. **Dichotic Listening of Bilingual Children at Indonesia Interactive Standard School (IISS) Malang**. Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah; Co-supervisor: Eni Maharsi.

Keywords: Dichotic listening, bilingual children, iDichotic Application, IISS Malang.

Dichotic listening is a situation when two different auditory stimuli are presented simultaneously, one in each ear, to determine which syllable is perceived as being the clearest. There is a limited number of studies that have examined dichotic listening in Indonesia especially the performance of bilingual children. This study aims to investigate what is the dominant part and ear advantage of the participants and what factors (handedness, age, and gender) that may influence dichotic listening test result of bilingual children.

Present study uses quantitative approach in order to produce clear and systematic description about the phenomena being studied. Descriptive analysis is applied in this study to describe dichotic listening test result of the participants. There are 45 right-handed bilingual children from IISS, Malang recruited as the participants. They consist of 25 boys and 20 girls, age 5-11 years old. The present study uses a tool named *iDichotic* application.

This experiment has two main findings. The first finding shows most of bilingual children (88.9%) tend to perform right ear advantage (REA) dominantly and language stimuli are processed dominantly in the left hemisphere. The second finding is the factors that influence bilingual children dichotic listening test result are handedness factor with “very strong” correlation and gender factor with “strong” correlation. The age factor is not included because the result does not show a significant difference (“very low” correlation) since the participants are in the same age category which is Critical Period Hypotheses condition.

The writer expects there will be more research conducted under dichotic listening topic, hence, the writer suggests the future research use more age variation of the participants and also the writer suggests to the Study Program of English to build a laboratory for dichotic listening research in order to make the students become interested in dichotic listening study.

ABSTRAK

Solikha, Riyadhatus. 2015. *Dichotic Listening pada Anak Dwibahasa di Indonesia International Standard School (IISS) Malang*. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing I: Fatimah; Pembimbing II: Eni Maharsi.

Kata kunci: *Dichotic listening*, anak dwibahasa, aplikasi *iDichotic*, IISS Malang.

Dichotic listening merupakan situasi dimana dua stimulus berbeda diberikan secara bersamaan, satu stimulus pada masing-masing telinga, untuk menentukan bunyi yang terdengar paling jelas. Terdapat jumlah penelitian yang terbatas terkait pembahasan *dichotic listening* di Indonesia terutama pada anak dwibahasa. Penelitian ini bertujuan untuk meneliti apakah keuntungan telinga dan dominansi otak para peserta dan apakah faktor-faktor (seperti kecenderungan penggunaan tangan (*handedness*), umur, dan jenis kelamin) yang mungkin mempengaruhi hasil dari tes *dichotic listening* pada anak dwibahasa.

Penelitian ini menggunakan pendekatan kuantitatif agar dapat menghasilkan penjelasan yang jelas dan sistematis tentang fenomena yang sedang diteliti. Analisa deskriptif diaplikasikan dalam penelitian ini untuk menganalisa hasil tes *dichotic listening* dari para peserta. 45 anak dwibahasa ber-dominansi tangan kanan dari IISS, Malang dipilih sebagai peserta penelitian. Para peserta ini berusia 5-11 tahun yang terdiri dari 25 anak laki-laki dan 20 anak perempuan. Penelitian saat ini menggunakan aplikasi *iDichotic* sebagai alat penelitian.

Didapatkan dua hasil utama dari penelitian ini. Hasil pertama menunjukkan bahwa hampir semua anak dwibahasa (88,9%) cenderung menampilkan dominansi keuntungan telinga kanan dan rangsangan bahasa diproses secara dominan di otak bagian kiri. Hasil kedua adalah faktor yang mempengaruhi hasil tes *dichotic listening* anak dwibahasa adalah faktor *handedness* dengan tingkat korelasi “sangat kuat” dan faktor jenis kelamin dengan tingkat korelasi “kuat”. Faktor umur tidak dicantumkan dikarenakan hasil penelitian tidak menunjukkan perbedaan yang signifikan antar kelas umur (tingkat korelasi “sangat lemah”) dikarenakan semua peserta penelitian berada dalam kategori umur yang sama yaitu kondisi hipotesa periode kritis.

Penulis berharap akan ada lebih banyak penelitian yang membahas topik *dichotic listening*, oleh karena itu, penulis menyarankan bagi penelitian selanjutnya menggunakan peserta dengan variasi umur yang serta penulis juga menyarankan kepada Program Studi Sastra Inggris agar dapat menyediakan laboratorium untuk penelitian *dichotic listening* dengan tujuan untuk membuat para mahasiswa lebih tertarik dengan penelitian *dichotic listening*.

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